



Alternative School Administration Study



Making Time



Student/Principal Interaction

- What does your principal do? What is her/her main job?

discipline	54%
safety	19%
manage school	13%
help students learn	8%
supervise staff	6%



Student/Principal Interaction

- What does your principal do? What is her/her main job?

Principal's Job	(1/04)	(2/05)
Discipline	54%	22%
Safety	19%	23%
Manage school	13%	3%
Supervise teachers	8%	3%
Supervise instruction	6%	49%




Proof of Change in Practice

Results of Time Spent

SHADOW WEEK




YEAR-TO-DATE



• Instructional	25 %	73 %
• Management	70 %	22 %
• Personal/Other	5 %	5 %



Changes to Principal's Practice

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- 1. Conscious Effort to Visit Classrooms**
 - 2. "Mind for Planning"— Planning has been more thought out and more effective**
 - 3. Quality Teacher Visits**
 - 4. Few "Time Eaters"**
 - 5. Walking/Talking**
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Success and Impact

1. Instructional Improvements in our School

2. Assistant Principal Implementing Instructional Practices

Becoming more of an instructional leader

3. Discipline Incidents are Beginning to Decline

August	32 incidents (20 were bus incidents)
September	33 incidents (16)
October	36 incidents (12)
November	22 incidents (8)
December	12 incidents (1)
January	11 incidents (5)



Success and Impact (continued)



4. Student Failure Rates Have Decreased

1st SEMESTER 2005 Failure Rate = 7%

1st SEMESTER 2006 Failure Rate = 2%



5. Teachers are more focused on student needs

- *Instruction is more student focused and teachers and the principal are more aware of individual student abilities and achievement*
- *Student interventions and supplemental services are more intentional and show value added improvement*



6. Teachers AND Students Welcome Help Now !

7. Overall Student Daily Attendance has increased by 1.1 %



Success and Impact (continued)



**8. Instead of Being Just a Principal
I am Becoming An**



**Instructional
Leader !!**



Culture Change

- “This is **the best thing**, and the **hardest thing**, I’ve ever done.”
- “We like having our principal in the classroom. He sometimes joins our study group.”
- *“I’m sorry, the principal is in a classroom, would you like to speak to our SAM.”*





Lessons Learned

- Time is a barrier
- Change in practice must be data driven
- Professional Development is critical to effective use of principal's time
- Principals can change behavior
- Students, parents and teachers appreciate the difference and recognize the principal as the instructional leader
- Management and Instructional roles can be separated



ASAS Questions

- Can management duties be separated from the principal's job?
YES
- Can a School Administration Manager (SAM) take on those duties successfully?
YES
- Will the principal spend more time on instructional improvement?
YES
- Will this focus on instruction improve relations with teachers?
YES
- Will student achievement increase at a greater rate?
Preliminary indications are yes, most of the data so far is based on value added results and some increase in CATS scores